

Class III

118 piphenuSA

Bible lessons

- 1 Genesis i - vii
Matthew i - vii
- 2 Genesis viii - xvi
Matthew viii - xvi
- 3 Genesis xvii - xxiv
Matthew xvii - xxiv
- 4 Exodus i - vii
S. Mark
- 5 Exodus viii - xvi
S. Mark
- 6 Exodus xvii - xxiv
S. Mark
- 7 Joshua i - viii
S. Mark xii - xvii
- 8 Joshua Judges ix - xvi
acts xvii - xxiv Easter Ascension
Whitsunday
- 9 Samuel

Writing
Dictation
Composition

18 p 3 pm v 54A

English grammar

Morris

1.	9-24 ; 88, 89	109 - 118 - 125
2.	25-39	90, 91, 92 109-125
3.	40 - 56	92, 93 109-125
4	56 - 72	93, 94, 95 109-120
5	73-87	96, 97 "
6	100-108	98, 99 "

English History758 pages.

1803 pnew STA

a. Foster
1-52 BC 55 - AD. 871

1. Shakespeare Julius Caesar

Julius Cæsar Tacitus

2. 52 - 104

871 - 1066

The Aeneid

of Beowulf

Harold

St. Boniface King Alfred.

3. 105 - 153

1066 - 1199

TalemanFrankie

4. 153 - 208

1199 - 1327

King JohnEdward II

5. 208 - 265

1327 - 1485-

Troyes

Henry V

Quentin Durward

6. 266 - 312

1485 - 1533

Sir Thomas MoreHenry VIII

Rough Estimate

7

312 - 356

The abbot.

118 p 4, p. neus 54A

1533 - 1587

Mid summer Rijks-Dra

8

356 - 419 (Fres) 1587 - 1603

Reinier van Westveldt H.C.

9

419 - 453?

1603 - 1625-

Fortunes Affid

Taine Quene

French history

ii 8 p 5 pnewest A

I Crighton 2 - 22
Les F.A. 1 - 8

II C. 22 - 32

L.F.A. 8 - 14

III C. 32 - 52

L.F.A. 1 - 14

IV C. 5-2-83

L.F.A. 15-19; 23-27

V C. 85 - 133

L.F.A. 20-22, 28-34

VI C. 134 - 135-

L.F.A. 35 - 44

218p6pneusqA

VII

C

LTA.

VIII

C

LTA

IX

C

LTA.

Plutarch

Romulus
Thesewus
Numa

Solon
Anistides
Julius Caesar

Coriolanus

Natural History

1877 pheasants

Alouatta longicaudata I i, ii; iii, iv, v; ~~vi~~, vii, viii;
II ix, x, xi; xii, xiii, xiv;
xv, xxvi, xxvii, xxviii, xxix, xxx;
III xviii, xix; xx, xxii;

Miaoli

I

II

III

i18p8pnem54

Geography

Brooks V 356 = 39 a time

Brooks IV ^{3 yrs.} 368 = ~~22~~ 34 a time

Geikie's Phys. Geog. 131 = 14 a time

" Geology 144 = 16 a time

Arnold Tooley

This world of ours.

Bolány

27: work

1888 phen 54A

olive sp.

v (103-121?) viii

Sum 1+ii

iii + iv

Aut 63-87 ~~103-87~~ 87-102

Qlunipis in 6P plant life

27: work

Sp. twigs ~~viii xi~~ , ii ~~viii xi~~

Sum flowers ~~ri viii ix~~ iv, vi ~~viii xiii xiii~~

Aut. fruits ~~ix xii xiv~~ viii ~~x xii xiv~~

Spring Compositae, Prim., Lab., Corn., Amarill.

Sum. Violace Caryo - Lilia - Cruc - Leg -

Aut.

Physiology

118-130 pneu 154 ft

1-20; 20-42; 43-61; 61-81

3 yrs. 61-81; 81-103; 103-128;
129-148; 148-169; 169-189

French

Larousse T

38-52

II 62-74; 74-93; 94, 95, 101-
119

III { 96-100 3/4 135-154
{ 119-135

Thomom T

German

ü8plipneus4A

Becker

1-10; 11-18; 19-27;

247.

27-35; 36-43; 43-50

182-192

Ferengeschichten

Der gläubige Faß

Italian

Theatro

Latin

Book II Exercises 245 1-8; 9-¹⁵~~20~~; 15-28; 28-41; 41-54; 55-65

Book II

Scott & Jones

1-23 }
67-80 }

Re Changes

18 p 12 pm est 4 P.M.

for Council

It seems desirable to enlarge the scope of, & therefore modify the title, of the P.M.U. we have from time to time correspondence with members of other nations, Russia, Belgium, Holland, Sweden, Germany, Hungary as well as with pals of the Empire South Africa, Australia, India, Nova Scotia, etc.

In our own colonies Dependencies Branches of the Union are sometimes formed, but in other countries, the tendency is to go off upon lines of their own work without any connection with us. In this way what might be a great general movement is broken up into a number of small impulsive movements. This is really important, because perhaps, a common code of sound

Educational Moral practices would do
much ~~more~~ for the peace unity of nations. If
we call on Union International instead
of National, we shall be able to invite the
Co-operation of other nations on equal
terms. In another direction, too, a
change seems desirable. Teachers are
beginning to feel strongly the need for
some organised way of conferring with
parents. We offer a common platform
for teachers & parents. But while we call
ourselves distinctly a Parents' Union,
teachers naturally and feel that
they have an equal share in our
deliberations. A change of title from the
Parents' National Educational Union to
International Union of Parents Teachers

18th Jan 1854

would cover both those difficulties.

Perhaps the title of the Parents' Review, too,
should be changed to Educational Review
for Parents & Teachers? ?

my
newspaper. For schools - Curricula & educational
affairs - In some ways like this
programme. The short articles have
been written by our own members and hold
no correspondence with each other.

Classiv

Abbott	11-28	Jacob	78, 80, 81
1	91-105	S. Mark	261, 262
2	29- 44 44	Joshua Judges, Ruth	81, 82, 83 84, 85-
	106-138	S. Matthew	262, 264, 265
3.	44-50	Samuel, Kings	84, 85-
		Ezra	
	139-166	S. Luke	265, 266, 267
4	57-59	ordering of priests chief sacrifices from Kible	85, 86
	167-195	S. John	267, 268
5.	60-78	Isaiah	86, 87, 88
	196-222	Gospels.	269, 270
6	11-28	Joseph & Moses.	79, 80, 81
7	223-237	Acts 1-xiii " xiv-xxviii	270, 271
8	238-260	Philippians & Galatians	271, 272

10.

1679-16-1660-1679

Jill p16p17pn154

11

1679-1698

Lord XIV pages 181-193

12

Lorna Doone
manually on Sir William Thistle,
Hotspur Dream. Great

12

old Mortality -
Burke's Loyal - ve 3诗集
Hester Wilber, Marcell, Drummond.
193-228 1698-1742

Desmond

Borges Essay on Gen. t.

Addison's Essays t.

Swift's Battle of Books t.

Stile & Addison's Sir Roger de
Conwy 3 each

Thomson. Pope - Racine - Dryden

English
History literature

Jill p17pn154

Qm 1-77

(606-1066)

Selections from Bede's Ecclesiastical History
Beatus, Julian Caesar, Julius Africanus, S. Cuthbert
Timotheus Coming of Arthur, St. Os. Brazil, Passing of Arthur

2. 78-154

(1066-1066-1265)

Church's S. Anselm

Talismans, King John, Hereward the Wake, Becket

2

(1265-1377)

Castles, Bamborough, Roma (Lennard) Maundeville,
Roxburgh, Henry, Warwickship III, Mortimer II and II
S. V. Francis (Tempest)

4. 228-282

(1377-1471)

Guenten Durward, Chaucer (Tuckwell)

Jack the Ripper's Tale, Henry IV, Richard II
The Three Poetry Books

5.

1471-1540

Lord 1-63

Anne of Cleves

Sir Thomas More

Luther Knox

S. Richard III

Life of Erasmus

(Cardinal Hemes)

Henry VIII

Seywood - Vaux - Howard -

Sackville.

6.

1540-1572-

Lord 64-85

House Tudors 240-386

Qm 810 pages

155

Shellobot

Fairie Queen A/E

North West Passage

Baron's Mare

Fallah - Persian Lydia

Lydia - Lydia - Lydia

Harkells'

North West Passage

Fallah - Persian Lydia

Lydia - Lydia - Lydia

454
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800
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1

15/40 2/3
37 5/7
17
6

12/20
5

7. Lord 81-106

1588-1623 118p18pneus54A

~~Nigel~~

~~Kenilworth~~

3. To Mon like it

3. Coleridge Wallerstein ~~PLT~~

3. 17th century B. Cornelia (Mocan)

3. Spenser's Essays of the Fairie Queene

3. Baron's Essays of the Fairie Queene

Minor Poets (Frob. L.)

Lord 107-130

1623-1640

1. Religio Medici

2. Mariana on Milton

Report of Montrose

3. The Tempest

3. L'Allegro. Il Penseroso Ecclasia

54 sonnets

131-145 1640-1660

3. Resely Marables

3. Herodotus

Cromwell. Shakespeare. Drake

Noteswork

3. Paradise Lost

Paradise Lost

3. Aeneas

Crashaw. Henric.

Vaughan. Herbert.

Cowley. Waller

European History

118p19pneus54A

8

1. Tuscan Republics 1-149

AD

2. " " 150-292

3. " " 293-346

4. Hansa Towns 18-125

5. " "

6. " "

Lord 472 pages beginning

80

78

6

4

118p20pnem5A

454
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Marco Polo

Lobos Ferrero's Abyssinia

Fielding disbox

Hakluyt North W. Passage

Marbustino Australia

Discovery of Muscovy

Redeeph
Valkynyt

Voyagers Tales

"

15/39 2/3
40/37 5/7
17/6

12/5/5

Geography

118p21pnem5A

1. Drummonds Tropical Africa (2/8)

Marco Polo (Cassell 6°)

Guicci (356)?

2. Rothen (1/6)

3. Darwin's Coral Reefs

4. Unbeaten Travers in Japan (Bishop)

5. The Heart of Continent

6. " " "

Book I Geographical Readers 325 pages =

54 pages a term + 6 Cassell Novel
12m.

Guicci Physical Geog. 356 = 60 pages
10 m.

218pdApneu 54A

English grammar

The Making of English (Bradley)

Treach on the Study Room i ; ii ; iii ;
ir (112-144) ; iv (144-185) ; 185-224 ; 225-267
266-308 308 = 51 a term

Geology
Harrison

279 pages 46 at time 30 usually
218p23phen54A

1-40; 41-81; 81-114;

114-148;
- 279

Biology

Giddes 14 chapters.

Olin

Thomson 221 pages? 12 chapters?

Astronomy

366 pages = 60 pages a time

usually 30-40

French

Larousse 9.

" Style

German

Aue

Becker

Italian

Solin

Latin

Work III

1-12; 13-22; 22-32; 32-44; 44-54; 54-65
9-20; 20-32; 33-51; 51-68 *18p24pneu54A*
1-13; 13-26; 27-38; 38-48; 48-59; 55-65

24th Caesar

Virgil

Ch. + ix, *-ix, *x-xx, x*x-x, x* - x, xLiduv
54 chapters 18 a term.

Arithmetic

Decimus

Euclid

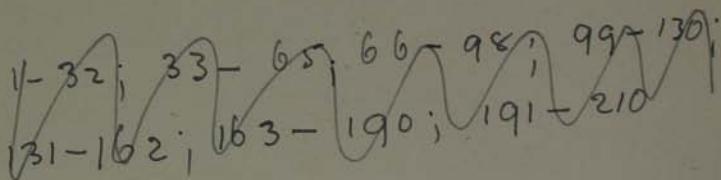
Algebra

17

Hudson + 21; 22-42; 43-64.
i+ii; iii + iv; v, vi, vii;

Hall & Knight See terms beyond Quadratics.

Burke



27

二

1-72; 73-149; 149-210;

11

1-67 ; 68-125 ; 126-202

Art

1 Bank wings leafbuds

T

2 Giotto

3 Original or scenes from

4 sketches of trees indicating growth & foliage

2

2 Leonardo

3 Original scene from

3

1 Plants indicating seed vessels etc

2 Fra Angelico

3 original scenes from

4

1 Raphael Michael Angelo

2

3 original scenes from

5

1 Botticelli

3 original scenes from

6

1

2

3

Stringing

on music

Drill

work

- 1 Clay. Steinleichen
- 2 Workbinding Smocking
- 3 Repoussé or woodcarving
drawn thread
- 4 Clay Basketwork
crochet (Baby socks)
- 5 Kent Iron Knitting (shoeing)
Leather (gloves)

IV

218p27pnew54A

Penmanship

Literature	40 + 25 =	65
50 English History	40 + 40 =	80 ^{in all 3 pp} _{presently}
Composition	25 =	25 ^{on one sheet} _{connected with literature history culture etc. current}
40 Geography	40 + 40 =	80 ^{one off} ₄₀
European History	40 =	40
100 W. Day Moral	40 + 25 =	65 ³⁰⁴⁵ ₇₀
French Grammar	40 + 40 =	80 ⁴⁰ ₄₀
50 Phys. Geog	30 =	30 ⁴⁵ ₈

Lit.	50 45
Englis	20 30 ^{in all 3 pp}
Geog	20 New Lit. & C. ed.
Geog	40 Reader and Dict. - All 6 + 30pp
Geog His	60 30 Text + Rep. all 10 pp
Moral	20 25 20
Fr.	30 40 ^{less of 26 m-}
Eng Fr.	20 35 Ex. 15m. Lit. 15
Latin	40 as Fr. "

Sir

I hope your suggestion in the Morning Post of Sunday August 8th will not be lost sight of. A conference between parents & teachers ^{already} should bear fruit, for there is no doubt that public opinion is being educated. At first sight a conference with 'parents' appears as indefinite as a conference with 'persons', ^{In greater number of} perhaps most adult persons are parents but ^{to exercise of} it happens to wish an organised body of parents (The Parents National UU) whose first object is "to assist parents of all classes, understand the best principles & methods, & which has always been happy in the meets the case, cooperation with teachers, education in all its aspects". When this society was ^{started} established in 1857, parents were too much behindhand in educational thought for profitable co-operation with teachers. but that is no longer the case perhaps the time has come for the little q

the Society to be modified. The title of
Imperial Education Association is admirable
but perhaps as the Union in question has
been approached by ^{as well as many other bodies} ~~many advances~~ from other countries, the
International Educational Union of Parents

~~Teachers would best meet because they should do something towards a philosophical & organized educational movement throughout the world. Thus another of the objects of the Pat P. N. U. should be realized in the fullest way to afford opportunities for co-operation, consultation so that the wisdom & experience of each may be profitable to all.~~

as far as the sexed question of a curriculum,
that "the aim in menschool is to bring
a maximum of intellectual development
during school life, I should be disastrous

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of discussion on this subject should lessen
 to whom the nation is a ~~big~~ ^{too much} ~~big~~ ^{big} nation
 the public confidence in persons deserted
 "No one listened to the masters of men," was
 at a late Educational Conference as 'masters'
 said in reference to the Head masters &
~~of men~~ ^{of men} ~~of women~~ ^{of women} ~~of men~~ ^{of men}
 But it is as 'masters' of men & women
 from girls' great schools, at a ~~late~~ very
 their teachers have won an ~~assured~~ place
 Conf. of men well. This gives the point of
~~the national economy~~ ^{of parents} Every parent with
~~whose~~ ^{own} ~~said~~ ^{said} ~~that~~ ^{that} ~~that~~ ^{that}
 the exception of a few cranks runs that school
 daughters to school because it
 will be the making of the boy, nor has
 will be the making of them,
 they less confidence in the mistakes of
 whom they send their girls. But it is not
 the curriculum that does the work, probably
 teachers are ^{at least} ~~as~~ uneasy as parents - on this
 question of curriculum. As Mr. Pass says,
 the design of the common curriculum is
 'to fix a maximum of intellectual
 development.' I don't believe there is no
 such a person' said Betsy Prig in an

audacious moment, & some one thinks that
 intellectual development is in the care of Mr.
 Barni. Perhaps there is no ^{such} such a thing,
 the intellectual development of the baby of those
 who has learned a language (as much as he can-
 git), has acquired immense knowledge
 about the behaviour & properties of things, is
 as fully developed as that of his father
 who is an Honorable man. It is not intellect
 development but intellectual equipment
 we want in the schools. The mind is a mill
 that will not grind sand but will
 find an indefinite quantity of ~~such~~ ^{some}
 various grain, though no sane parent
 would ask alterations in the curriculum
 of an individual school, if it is possible
 that parents & teachers in Conference

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might evolve something helpful also
 what is really, ~~in spite of the experience~~
 faces, the open question of the best
 curriculum. This is not a veiled attack
 on a classical education; on the contrary,
 perhaps we have nothing better to show in
 the way of 'sweetness & light' than what we
 understand by the ^{for example} Kalliol man; but many
^{things} considerations go to the production of such
 an output. Pedagogicalists will be
 grateful to the Morning Post for the democratic
 tone which it takes with regard to education.
 The Parties' Union hold the same view; they
 consider that children ^{between the} fall classes should
 be taught on the same full & generous
 curriculum ^{factories in} until the ages of six or
 fifteen or fifteen, & they have established

This view by far. reaching along continued
 experiments. If this principle were adopted,
 the status of teacher would take care of itself.
 The teacher who produces the most intelligent
 work in his school ~~or~~ ^{such} a
 curriculum would come to be recognized in
~~more satisfactory~~ ^{somewhat} ~~way~~ ^{more satisfactory} ~~of~~ ^{as} 'Registration'.
 Has not been successful yet is to be hoped it
 will find its way into the limbo of
 experiments. Nathan unanswered. As regards
 above other point persons who can for
 education are indebted to the Morning Post
^{Riddleman}
 Schools are devoting themselves more
 now to the production of skilled craftsmen.
 It is well known on Mr. Crossley's
 authority that the need for such crafts-
 manship is decreasing in building,
 Civil Engineering, Mining & Chemistry
 while intelligent supervision is more &

125

more difficult to get? The inference that it
is ^{is} personal qualities which tell that there
depend upon "sound educational foundations" Err
in that they go on the principle of much
^{Mental} discipline little pabulum a
Thompson school should advise the maximum
of gymnastic exercise & the minimum of book

an Idler in Old France

1803 pp. 2154A

by Tiphe Hopkins.

In general, however, the apprentice served to the full his proper period of 4, 5, 7, or 10 yrs. upon the lapse of which he was seldom unprepared to present himself to the examiners. 8 days from the term of his apprenticeship, the master who had taught him led the aspirant before the jurors, who required of him a taste of his qualif. If a dyer, he must show his hand "ribdu'd to what it works in" by dyeing so many different pieces of fabrics. The potter must prove his power over the clay. His ware would be set between an ell of velvet, satin, damask & brocade. The tailor was required to fashion a tablet, & the sword-cutler to furnish forth a blade. If in this essay the aspirant failed to show himself an artist, he was sent back to the atelier for another 12 months' practice ship.